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ABSTRACT

This report examines the efforts of the University of Hawaii system to adopt and implement outreach programs to residents of areas without four-year and graduate-level educational institutions. Data on current programs were gathered through a questionnaire sent to officials at the University of Hawaii's three university and seven community-college campuses, while data about residents' needs were obtained through informational meetings on Kauai, Hawaii, Maui, Molokai, and Lanai. The study found that outreach policies varied considerably across the system, with some institutions having formal outreach programs, while others possessed no formal methods to ascertain their communities' needs. Specific course and program needs included: (1) social work, computer science, and travel industry management courses on Hawaii, along with master's degree programs in business, public administration, and biology; (2) social work courses on Maui, along with a bachelor's degree program in nursing and a master's degree program in social work; (3) bachelor's degree programs in education and nursing and a master's program in social work on Kauai; (4) bachelor's degree programs in nursing and education, along with master's degree programs in business administration and social work, on Molokai and Lani. Appendix A is the House Concurrent Resolution. Appendix B is the questionnaire distributed in response to the House Concurrent Resolution. (MDM)

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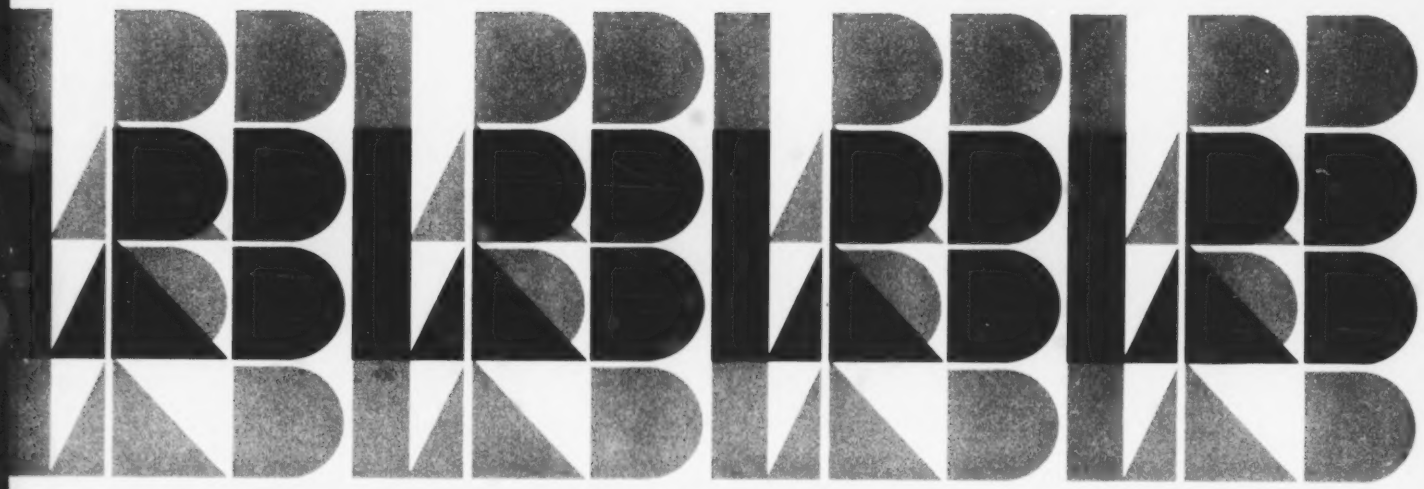

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University of Hawaii System Outreach Efforts on the Neighbor Islands

Dean Sugano
Researcher

Report No. 9, 1993

Legislative Reference Bureau
State Capitol
Honolulu, Hawaii 96813

FOREWORD

This report was prepared in response to House Concurrent Resolution No. 328, H.D. 1, S.D. 1, adopted during the Regular Session of 1993. The resolution requested the Legislative Reference Bureau to review the neighbor island outreach efforts of the University of Hawaii system.

The Bureau wishes to thank the House of Representatives Higher Education and the Arts Committee and the University of Hawaii system for their assistance in the data gathering phase of the study.

Samuel B. K. Chang
Director

December 1993

TABLE OF CONTENTS

Page

FOREWORD ii

1. INTRODUCTION 1

Endnotes 3

2. PROGRAMS, PLANS, AND POLICIES 4

Introduction 4
Methods of Outreach: Interactive Television, Cable Television, In-Person Instruction 5
UH System Outreach Program Offerings 5
Outreach Administration at the UH System Campuses 6
UH System Outreach Policies: Board of Regents Bylaws and Policies, Executive Policies, the Master Plan, the Kosaki Report 7
Endnotes 11

3. ASCERTAINMENT OF NEIGHBOR ISLAND OUTREACH NEEDS 14

Introduction 14
Methods of Assessment and Extent of Use 15
The Neighbor Island Community Outreach Needs 15
Potential Areas for Added Outreach Efforts 17
Cost Estimates of Adding Potential Outreach Offerings 17
The Information-Gathering Meetings 18

Kauai 19
Big Island 20
Maui, Molokai, and Lanai 21

Summary 22
Endnotes 23

4. FINDINGS AND RECOMMENDATIONS 24

Findings 24
Recommendations 26

Appendices

A. House Concurrent Resolution No. 328, H.D. 1, S.D. 1, House of Representatives, Seventeenth Legislature, 1993 Regular Session, State of Hawaii 27

B. Questions on the Outreach Efforts of the University of Hawaii 29

Chapter 1

INTRODUCTION

House Concurrent Resolution No. 328, H.D. 1, S.D. 1, adopted by the Legislature during the 1993 Regular Session, requests the Legislative Reference Bureau, in cooperation with the University of Hawaii system, to study the higher education outreach needs of the neighbor island residents (see Appendix A). The scope of the study, as set out in the resolution, is to do the following:

(1) Identify or inventory what is being done currently by the university in its outreach and distance education programs;

(2) Report on the extent to which, if at all, and the methods by which, the higher education needs of neighbor island residents are presently being ascertained;

(3) Determine the various programs which the university has identified as potential areas for adding to its outreach programs in the future and the cost estimates of adding these programs; and

(4) Determine what other types of information must be gathered by the university and the methods and costs required to obtain that information in order to assess the higher education needs of neighbor island residents along the lines contemplated by this Concurrent Resolution.

In short, the resolution requests a discussion of four major issues relating to the outreach needs of the neighbor islands. Item (1) contemplates current program offerings. Item (2) contemplates methods of needs assessments. Item (3) contemplates both potential program offerings and the estimated costs of delivering such potential program offerings. Item (1) is covered under chapter 2 on current university system programs, plans, and policies. Items (2) and (3) are covered together under chapter 3 on the ascertainment of neighbor island needs. Item (4) appears to be a miscellaneous issue and was not given further treatment in this report.

The neighbor island information-gathering meetings requested by the resolution were held by the House of Representatives committee on higher education and the arts ("HED"). The meetings were held in Lihue at Kauai Community College on July 19, 1993, in Kona at the University of Hawaii-West Hawaii on September 9, 1993, in Hilo at the University of Hawaii at Hilo on September 11, 1993, and in Kahului at Maui Community College on October 5, 1993. The Kahului meeting was linked through Skybridge to the Maui Community College outreach centers at Molokai and Hana.

Distance education, as practiced by the University, refers to "the delivery of instruction off campus and increasingly through new technology."[1] Generally, outreach refers to "educational and education-related programs and activities:

a. offered by University instructional, research, continuing education, community service, or student affairs units;

b. designed to provide instructional services to Hawaii residents **other than** regular or instructional day on-campus students; and

c. delivered at times and locations suited to the needs and convenience of those to be served.

2. The specific components of the University of Hawaii outreach effort are:

a. Undergraduate and post-baccalaureate regular credit courses made available at sites other than the originating campus....

3. Therefore, outreach may involve delivery of educational services off-campus, and the scheduling and programming of on-campus services in order to make them available to a broader segment of the population. Outreach may be delivered via a variety of methods and technologies including, but not limited to, instructors who travel to class sites, interactive television, cable television, correspondence courses, and others."[2]

Due to time and space constraints, the scope of this report is limited as follows:

(1) Only to undergraduate and graduate regular credit courses numbered at or above the 100-level;

(2) Offered by or from any campus in the university system as part of its regular campus programs;

(3) To any of the neighbor islands;

(4) At a neighbor island campus or neighbor island outreach center;

(5) In-person or through interactive television or cable television;

(6) During the 1992-1993 academic year.

The higher education needs reviewed in this report refers to outreach program needs and do not involve needs that extend to college-wide or university-wide concerns.

In addition to HED's neighbor island hearings to assess higher education needs, the other principal sources of current information for this report were two different surveys. One was a needs assessment survey completed by the University of Hawaii at Manoa in March 1993, prior to the May 3, 1993 legislative adoption of H.C.R. No. 328, H.D. 1, S.D. 1. The Manoa questionnaire ("UH needs survey") asked the non-Manoa campuses, among other things, to list the top five academic programs or courses desired by their communities in order of priority.

The other was a questionnaire that the Bureau prepared for each of the ten campuses in the University of Hawaii system ("LRB course/costs survey"). The questionnaire asked the campuses to summarize their outreach course offerings during the 1992-1993 academic year, to identify the offices responsible for outreach, to provide cost estimates of adding one more course to their outreach efforts, and to discuss their methods of needs assessments. Copies of the questionnaire were sent on August 6, 1993 to the university system for distribution to each of the ten system campuses (see Appendix B). As of November 22, 1993, responses were received from the following campuses: Windward Community College, Honolulu Community College, Hawaii Community College, Kapiolani Community College, University of Hawaii at Manoa, Maui Community College, and Leeward Community College.

Where available, these primary sources of information were supplemented by information gleaned from the 1992-1993 or most current course catalogs of the ten campuses and the responses of the individual campuses to the UH needs survey.

Sources of background information on the university system outreach efforts were the plans and policies of the University of Hawaii system through which outreach is delivered. These plans and policies were primarily the Revised Executive Policy on Outreach, the Kosaki report for the master plan, and the master plan itself. They are discussed in the next chapter.

ENDNOTES

1. University of Hawaii, Board of Regents A Statewide System and Beyond: A Master Plan for the University of Hawaii, (Honolulu, Hawaii: January 1991), p. 12.

2. University of Hawaii, Revised Executive Policy E5.204, Outreach Policy, June 1992.

Chapter 2

PROGRAMS, PLANS, AND POLICIES

Introduction

The University of Hawaii system ("UH system") consists of ten campuses:

(1) University of Hawaii at Manoa ("UH Manoa");

(2) University of Hawaii at Hilo ("UH Hilo");

(3) University of Hawaii-West Oahu ("West Oahu");

(4) Maui Community College ("Maui CC");

(5) Kauai Community College ("Kauai CC");

(6) Hawaii Community College ("Hawaii CC");

(7) Kapiolani Community College ("Kapiolani CC");

(8) Honolulu Community College ("HCC");

(9) Leeward Community College ("LCC"); and

(10) Windward Community College ("WCC").[1]

The first seven have been previously reported to be engaged in outreach programs on the neighbor islands whether as originating campuses or as receiving campuses.[2] An originating campus delivers courses for one of its own degree programs to the receiving campus (or receiving site), which does not offer such courses or grant such degrees. Maui CC, as an originating campus, operates outreach education centers at Hana and on Lanai and Molokai.[3] Hawaii CC and UH Hilo, as originating campuses, operate the University of Hawaii-West Hawaii ("West Hawaii") outreach center in Kona.[4] Discussed below are the outreach programs of the campuses involved in neighbor island outreach, who provided the Bureau with timely responses. Also discussed are the university plans and policies under which the outreach programs are offered.

Methods of Outreach: Interactive Television, Cable Television, In-Person Instruction

The questionnaires returned to the Bureau from campuses involved in neighbor island outreach of credit programs as originating campuses showed that there are basically three different methods of delivering outreach:

(1) Interactive television, including HITS[5] and Skybridge;[6]

(2) Live instruction, including travelling instructors and resident instructors; and

(3) Cable television, in which students can call in questions during a live telecast to an instructor who can hear but not see his outreach students.

As originating campuses, UH Manoa uses HITS, cable television, and travelling instructors; Maui CC uses Skybridge, cable television, travelling instructors, and resident instructors; Hawaii CC and Kapiolani CC use HITS; and Kauai CC uses cable television.[7]

UH System Outreach Program Offerings

In its questionnaire for the UH system, the Bureau asked the ten campuses to summarize their course offerings during the 1992-1993 academic year in their capacities as both receiving and originating campuses. The Bureau was not able to obtain responses from all ten campuses. Due to the incomplete data only a tentative discussion of current UH system outreach course offerings on the neighbor islands can be presented at this time. The responses received are summarized below. They are supplemented by information gleaned from the UH needs surveys, course catalogs, and the HED site visits.

Generally, UH Manoa offers courses to the several neighbor island campuses in the areas of upper-level undergraduate public health and graduate-level education, library science, and public health. Graduate nursing courses are offered at Maui CC and Kauai CC. Most courses offered from UH Manoa to Maui CC are also offered to Molokai and Lanai; not many courses go to Hana, except those in undergraduate education areas. Perhaps this is due to Hana's lack of access to HITS. Among the neighbor island community colleges, Maui CC seems to enjoy the lion's share in the number and variety of course offerings from the UH Manoa. Courses--primarily upper-level undergraduate in the areas of the liberal arts--are offered there that are offered nowhere else. However, Maui CC lacks graduate courses in social work, something that is offered at Kauai CC.

Maui CC, in addition to being a receiving site for UH Manoa, is also an originating campus for its outreach education centers at Molokai, Lanai, and Hana. It offers mainly a variety of lower-level undergraduate courses in the liberal arts and sciences, physical

education, and nursing. Of the neighbor island campuses responding to LRB course/costs survey, only Maui CC was able to provide information on the length of time required for students at receiving sites to receive degrees. For associate's degrees, it generally takes three to four years to complete.

Hawaii CC, the receiving site for UH Manoa graduate courses in education, library science, and public health, was the originating campus for upper and lower level undergraduate courses in business, the liberal arts, and agriculture at the West Hawaii site.

Through direct instruction or HITS, UH Hilo offers courses at West Hawaii in undergraduate business administration, agriculture, computer science, nursing, elementary education, and Hawaiian culture.[8]

Kapiolani CC acts primarily as an originating site for lower-level undergraduate courses in health care subjects to UH Hilo, Maui CC (and its outreach centers at Molokai and Lanai).

Kauai CC acts as a receiving site for programs originating from UH Manoa.[9] It is also an originating campus for courses offered through cable to the Molokai outreach center.[10]

Outreach Administration at the UH System Campuses

Information on the administration of the UH system outreach programs was developed through the LRB course/costs survey responses.

At the UH Manoa, primary responsibility rests with the Office of the Senior Vice President for Academic Affairs, which has oversight responsibilities for all academic programs at UH Manoa and over all baccalaureate outreach activities system-wide. Outreach is said to be a significant part of the office's duties. In this capacity, the office is assisted by an advisory body, the Manoa Outreach Council, established at UH Manoa. Other offices on the Manoa campus with major involvement in outreach are the Office of Information Technology, which runs the HITS operations, and the College of Continuing Education and Community Services, which provides infrastructure support.

At Maui CC, the Dean of Instruction's Office coordinates the outreach instructional schedule and the computer and television systems support. It is assisted by the Media and Computer Centers and the Student Services office.

At Hawaii CC, the Dean of Instruction has the primary responsibility for outreach coordination and is assisted by the HITS office.

Finally, at Kapiolani CC, informal coordination of outreach is shared between the Instructional Services Office and the Educational Media Center. The latter's television studio facilities deliver the credit courses offered under the former's academic departments. The Student Services Office assists with registration and records.

UH System Outreach Policies: Board of Regents Bylaws and Policies, Executive Policies, the Master Plan, the Kosaki Report

The outreach efforts of the University of Hawaii system are attributable to its outreach plans and policies. The board of regents are constitutionally vested with "the power, as provided by law, to formulate policy, and to exercise control over the university through its executive officer, the president of the university..."[11] On March 5, 1981, the board "committed [the university] to a vigorous instructional outreach effort to equalize, as far as possible, higher educational opportunity for as many people as possible in all parts of the State."[12] Furthermore, "[a] basic requirement for outreach programs is that the quality and standards of such instruction must be equal to other instructional programs of the University."[13]

The board, in turn, delegates to the University administration the duty to "develop and promulgate a detailed policy and procedures to articulate and implement the philosophy and provisions of this Board of Regents' policy on outreach instruction."[14] Under this mandate, the President of the UH system revised its executive policy on outreach policy in 1992 to establish a system-wide policy to provide guidance and direction for the UH system's outreach instructional program.[15] Revised on June 1, 1992, after two years of forethought,[16] revised executive policy E5.204, on outreach policy, provides at subparagraph (IV)(A) that "[t]he goals of University of Hawaii outreach are to provide students attending in the evening, on weekends, and at off-campus sites access to as many of the University's degree/certificate programs as demand warrants and resources permit, and to respond to state needs with a rich array of non-credit and community service offerings." Revised executive policy E5.204 also discusses program quality, funding, priorities, inter-campus coordination, and program delivery.

Furthermore, the policy dictates that lead responsibility for ensuring the coordination of outreach among the UH system is delegated to the Senior Vice President for Academic Affairs at UH Manoa. Additionally, the Office of Planning and Policy, through the Office of Information Technology, is responsible for coordinating, scheduling, and ensuring the university's effective use of technologies such as HITS and cable television.[17] At each campus, the administration and operation of outreach programs, as summarized briefly in the previous section, is apparently dictated by the presiding chancellors, who are delegated this responsibility by the UH system president.[18]

According to revised executive policy E5.204(IV)(F)(4), the "UH campuses have a shared responsibility for ascertaining the need for and ensuring the delivery of outreach credit and non-credit instruction to the citizens of the State of Hawaii." Lead responsibility for determining neighbor island community needs is delegated to certain UH system campuses:

> If the lead campus has the capacity to meet identified needs, programming takes place and instruction is made available. If the identified community needs (1) exceed the lead campus' approved mission and program structure, or (2) are within the campus' mission and program structure but exceed current campus program capacity, the lead campus is responsible for serving as a broker with another UH campus that has a program structure responsive to the needs and has the capacity to deliver the program.[19]

The lead campuses and their jurisdictions are identified in the next chapter.

The present broker model envisioned under the revised version of Section E5.204 differs only slightly from the broker model of the previous version of Section E5.204. Under the old executive policy, responsibilities for assessment and brokering were divided among the UH system campuses depending upon whether needed instruction was undergraduate lower-division or undergraduate upper-division. For upper-division courses, UH Manoa was responsible for Kauai; and UH Hilo was responsible for the Big Island, Maui, Molokai, and Lanai. For lower-division courses, Maui CC was responsible for Maui, Molokai, and Lanai; Kauai CC was responsible for Kauai and Niihau; and UH Hilo was responsible for the Big Island.[20] A new feature added to the broker model under the revised executive policy is a section on determining outreach priorities. Under the revised policy, outreach courses and programs receive scheduling priority if:

(1) Such courses are not available in the service area;

(2) The courses are offered in a planned sequence leading to a degree;

(3) There is significant student demand for the courses;

(4) The needs of the State are met in offering such courses; and

(5) There is past success behind the offering of those courses.

The first of the factors results in priority for upper-division credit programs in Maui county and on Kauai, and graduate-level credit offerings on all of the neighbor islands.[21]

The UH system outreach policy was apparently revised in response to the Board of Regent's 1990 approval and 1991 publication of its master plan, entitled A Statewide System and Beyond: A Master Plan for the University of Hawaii. As a statement of values rather than as a literal blueprint, the document was intended to guide the growth of the university system in the 1990's.[22] Distance education is stressed as a top implementation priority.[23] In particular, one of the seven major goals for the university under the master plan is "[e]xpanding access to educational opportunity throughout the State."[24] One of the two means to achieve this goal is by "[c]reating a statewide network of outreach services and distance education."[25] The effort is not to be taken lightly. Rather, "[t]he University will coordinate existing outreach programs of the various campuses and develop a plan for distance education as a major organized statewide University initiative."[26] This aim to create a statewide network through the coordination of existing programs appears to have been the impetus for the subsequent revision of E5.204 the following year. The plan for a statewide initiative does not seem to have materialized as yet.

Much of the master plan itself was adopted verbatim from the 1990 report entitled Building a Statewide System and Beyond: A Report on a Master Plan for the University of Hawaii Board of Regents ("Kosaki report").[27] The Kosaki report was financed by the General Appropriations Act of 1989, relating to the state budget.[28] The act in part authorized $150,000 in fiscal year 1989-1990 for a higher education master plan for the future development of the University of Hawaii system. The funding provision's express intent was that the plan would "determine proper funding appropriations in the future, for general fund appropriation for institutional support, University of Hawaii systemwide support..."[29] Reportedly, both the Board of Regents and the Legislature were in agreement that the UH system would need to cope more effectively with changes that were occurring in the State.[30] Consequently, on November 17, 1989, the Board of Regents approved the selection of educational consultant Richard Kosaki as the prime contractor for the $150,000 contract, awarded under the sole-source exception to the competitive bidding requirements of section 84-15(a), Hawaii Revised Statutes, covering public contracts with state employees. Dr. Kosaki had been serving as an assistant to the Governor at the time.[31]

Both the master plan and the Kosaki report offer practical strategies in guiding UH system outreach efforts. The UH system must take resident population data into account in shaping existing programs and adding new ones. Since the centers of the State's population are said to be gradually moving to the neighbor islands, attention must be given to allocating a larger proportion of university resources to the educational needs of the neighbor island residents.[32] In terms of particular professions, the master plan acknowledges the shortage of personnel in the "helping professions"--teachers, nurses, and social workers--on the neighbor islands, and the need to meet this demand through outreach efforts.[33]

The master plan supersedes a previous document entitled 1985-95 A Strategy for Academic Quality (University of Hawaii July 1984).[34] This strategic plan tends to indicate

that the UH system has had a history of stated commitment toward outreach efforts. One of its five major "strategic dimensions" was to serve the State of Hawaii.[35] Two of the dimension's "strategic objectives" were: (1) to ensure access to quality higher education by providing a comprehensive network of campus and educational delivery systems throughout the State;[36] and (2) improve access for the State's citizens through coordinated programs involving outreach degrees, continuing education, and community service.[37] For the first dimension, a "priority action" was to ensure access and diversity by developing an appropriate network of campuses and outreach delivery systems throughout the State, in particular, West Hawaii.[38] For the second dimension, one "priority action" was to evaluate the implementation of the UH outreach policy and revise the policy to improve delivery. A time frame of 1984-85 was given.[39] As mentioned earlier, the policy was then revised in 1992. A second "priority action" was to develop a proposal for adapting technology, in particular, a telecommunications system, for an improved statewide educational outreach program. A time frame of 1984-95 was given.[40] An executive policy covering HITS was then adopted in 1987 at E5.208.[41] E5.208 would later be replaced in 1992, along with the old E5.204, by the revised E5.204.[42]

Granted that its past plans and policies exhibit a history of commitment to outreach efforts, there are three basic questions that the UH system should ask itself regarding its present outreach programs, policies, and plans:

(1) Do the current outreach programs of the University of Hawaii system operate adequately under the system of outreach coordination efforts set out under the revised executive policy on outreach;

(2) Does revised executive policy allow the UH system to meet the outreach goals set out in the master plan; and

(3) Should outreach efforts continue to be one of the UH system's seven major goals under the master plan; after all, the master plan is not to be read as a literal blueprint.

Regarding the first question, it is hoped that the summary given in this chapter of the UH system's outreach offerings for the 1992-1993 academic year, along with the discussion of outreach needs in the next chapter, will allow the UH system to begin to formulate an answer. Regarding the second question, there appears to be some community college dissatisfaction with the mechanics of E5.204, as mentioned in the next chapter. Regarding the third question, the UH system President's recent convocation speech, delivered on September 14, 1993 and televised through HITS, seems to suggest at least some continuing commitment to outreach, although the depth of commitment is not articulated:

It is natural for the people on the Big Island to focus almost exclusively on the offerings of the University of Hawaii at Hilo and Hawaii Community College. They often assume that if UHH or HCC does not offer a program, it is not going to be available to residents of their island. The folks on Maui and Kauai have assumed the same thing.

In the future, I am confident that a system approach will help make a broader array of educational programs accessible to the people on the neighbor islands.

ENDNOTES

1. University of Hawaii, Board of Regents A Statewide System and Beyond: A Master Plan for the University of Hawaii, (Honolulu, Hawaii: January 1991), pp. 27-40.

2. University of Hawaii, 1991-93 General and Graduate Information Catalog: University of Hawaii at Manoa, pp. 11, 288, 372; 1992-1993 General Catalog: University of Hawai'i at Hilo, pp. 17, 146-147; 1993-1994 General Catalog: University of Hawai'i at Hilo, pp. 5-6, 96; 1992-1993 General Catalog: Maui Community College, pp. 1, 4; 1992-1993 General Catalog: Kaua'i Community College, p. 22; 1992-1993 General Catalog: Hawai'i Community College, pp. 7, 76; Master Plan, pp. 28-29, 31-32, 39; Substantive Change Report, University of Hawaii, Manoa, April 15-18, 1991, Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges ("WASC") (Oakland, California), pp. 3-11; Campus responses to the January 1993 UH needs surveys.

3. 1992-1993 Maui CC catalog, pp. 1, 4.

4. 1992-1993 UH Hilo catalog, pp. 17, 146-147; 1993-1994 UH Hilo catalog, pp. 5-6, 96; 1992-1993 Hawaii CC catalog, pp. 7, 76.

5. HITS, or Hawaii Interactive Television System, is a four-channel, closed circuit, statewide television system reserved by the Federal Communications Commission for education, training, and management conferencing. It is a project of the Hawaii Public Broadcasting Authority, funded by the Legislature. HITS is designed to link the campuses of the University of Hawaii system and to provide live, interactive communication to students and government agency personnel. ["HITS Update, No. 6, July 1990", Hawaii Interactive Television System, operated by Hawaii Public Broadcasting Authority, Honolulu, Hawaii] It was started up in 1990 [WASC Substantive Change Report, UH Manoa, April 1991, p. 13] HITS is used extensively to provide all or a major portion of a number of degree programs televised to the neighbor islands. It provides one channel of two-way interactive video and sound broadcasts, plus two additional channels of one-way video and two-way interactive sound. The single channel interactive video portion of HITS was reportedly operating at capacity in 1991 and the UH Manoa was exploring ways of adding an additional interactive video channel. [WASC Substantive Change Report, UH Manoa, April 1991, p. 13] HITS reaches Molokai and Lanai, but not Hana. [UH Manoa Maui Outreach Coordinator, October 5, 1993 HED information-gathering meeting at Maui CC].

6. The Skybridge Interactive Video system is a two-way audio/video teleconferencing network through which Maui CC offers courses at its outreach education centers in Kaunakakai, Molokai; Lanai City, Lanai; and Hana, Maui. [Master Plan, p. 38] These courses include courses from UH Manoa. [WASC Substantive Change Report, UH Manoa, p. 13]

7. August 1993 LRB course/costs survey; Assistant Dean for Student Support, Kauai CC, July 19, 1993 HED information-gathering meeting.

8. UH Hilo College of Arts and Sciences response to the January 1993 UH needs survey, p. 2; 1993-1994 UH Hilo catalog, p. 96, University of Hawaii-West Hawaii Student Handbook, pp. 6, 12.

9. Kauai CC response to the January 1993 UH needs survey, p. 2.

10. Ibid., pp. 3-4; Assistant Dean for Student Support, Kauai CC, HED July 19, 1993 information-gathering meeting.

11. Constitution of the State of Hawaii Article X, Section 6.

12. University of Hawaii, Board of Regents Bylaws and Policies Section 5-2(d), March 5, 1981.

13. Ibid.

14. Ibid. For more information on the organizational relationship between the the Board of Regents and the President of the university system over the governance and administration of the system, see Board of Regents Bylaws and Policies Section 1-2, University of Hawaii, October 20, 1978.

15. University of Hawaii, Executive Memorandum No. 92-2, from the University of Hawaii President to the Senior Vice Presidents and Chancellors et al., June 4, 1992.

16. WASC Substantive Change Report, UH Manoa, p. 15.

17. Revised Executive Policy Section E5.204(IV)(F)(2) and (3), University of Hawaii, June 1992.

    The particular provision that delegates lead responsibility for system-wide outreach efforts to the Senior Vice President for Academic Affairs is rumoured to have been invalidated by the President's October 1993 decision, reflected in Board of Regents minutes, to shift such responsibility to the Chancellor for Community Colleges.

18. University of Hawaii, Board of Regents Bylaws and Policies Section 1-2(b)(5), October 20, 1978.

19. University of Hawaii, Revised Executive Policy Section E5.204(IV)(F)(5), June 1992.

20. University of Hawaii, Executive Policy Section E5.204, August 1982, pp. 4-5.

21. University of Hawaii, Revised Executive Policy Section E5.204(IV)(E), June 1992.

22. Master Plan, preface and p. 2; WASC Substantive Change Report, UH Manoa, p. 15.

23. University of Hawaii, Revised Executive Policy Section E5.204(1), June 1992.

24. Master Plan, p. 16.

25. Ibid., p. 42.

26. Ibid.

27. Building a Statewide System and Beyond: A Report on a Master Plan for the University of Hawaii Board of Regents, by Richard and Mildred Kosaki, (Honolulu, Hawaii: October 1990).

28. 1989 Haw. Sess. Laws, Act 316.

29. Ibid.

30. Kosaki report, p. 2.

31. Letter of inquiry from the Secretary to the University of Hawaii Board of Regents to the State Ethics Commission, November 30, 1989; response letter from the State Ethics Commission to the Secretary to the University of Hawaii Board of Regents, December 4, 1989.

32. Kosaki report, p. 6; Master Plan, p. 3.

33. Master Plan, pp. 4-5, 10-11.

34. Kosaki report, p. 3.

35. A Strategy for Academic Quality: 1985-95, University of Hawaii, July 1984, p. 6.

36. Ibid., p. 9.

37. Ibid.

38. Ibid., p. 11.

39. Ibid., p. 12.

40. Ibid., pp. 12-13.

41. University of Hawaii, Executive Memorandum No. 87-6, from the University of Hawaii President to the University Executive Council et al., June 10, 1987.

42. Executive Memorandum No. 92-2.

Chapter 3

ASCERTAINMENT OF NEIGHBOR ISLAND OUTREACH NEEDS

Introduction

H.C.R. No. 328, H.D. 1, S.D. 1, requests a study of the methods used by the University of Hawaii system to ascertain the higher education needs of the neighbor islands and the extent to which such methods are used.

In the LRB course/costs survey, the Bureau sought information on the methods of needs assessment and the extent of their use. Responses from the neighbor island campuses were especially crucial because these are the campuses that are responsible for assessing the needs of their respective islands. Under the University of Hawaii's broker model, set out in the 1992 revised executive policy E5.204(IV)(F) on outreach policy, responsibility for ascertaining community needs on the neighbor islands is delegated as follows:

(1) UH Hilo and Hawaii CC are responsible for the Big Island;

(2) Maui CC is responsible for Maui, Molokai, and Lanai; and

(3) Kauai CC is responsible for Kauai.

Supplementary sources of information came from the UH needs survey and the neighbor island site visits. As used in this chapter, Maui means generally Maui, Molokai, and Lanai, unless the context indicates otherwise.

While the resolution does not request a study of what the needs are themselves, this information was readily available from the UH needs survey and is summarized in this chapter. Corroborating information on the neighbor island needs was obtained through the neighbor island information-gathering meetings. The topics of these meetings, some of which dealt with infrastructure and campus-wide concerns, are discussed in a separate section of this chapter.

By induction, potential programs to add to outreach would involve those academic subject areas which are recognized as top-priority needs on neighbor islands but which were not being offered there during the 1992-1993 academic year. Cost estimates for potential courses were obtained through the Bureau's course/costs survey. The questionnaire asked the campuses to estimate the cost of adding one graduate and one undergraduate three-credit course to their offerings as both an originating and a receiving campus site.

Methods of Assessment and Extent of Use

Based on the available information, the methods are varied that are used by the neighbor island campuses in assessing their community needs. On the Big Island, Hawaii CC said that no formal assessments are made, but "[t]here is a definite need to assess the community's higher education needs."[1]

At Maui CC, needs assessment methods are reportedly varied and comprehensive. At each receiving site, formal surveys are conducted every two-three years of both the community and the students past and present. The coordinator at each site also maintains a list of individuals/inquiries on potential academic programs. Community advisory committees, made up of community leaders of the receiving sites, meet between once to four times a year, to advise the college on educational policies and issues. Short-term and long-term needs are ascertained by career-laddering programs--that is, periodically polling students completing cycles of certificate programs in order to pool enough students together for degree programs to be offered.

On Kauai, Kauai CC reported in its response to the UH needs survey and at the July 19, 1993 site visit that a needs assessment was done in 1991 by having such work commissioned to a private research group called Ward Research.[2]

The Neighbor Island Community Outreach Needs

Based upon the campus responses to the January 1993 UH needs survey and the HED information-gathering meetings, the three neighbor island communities all share a common need in the following three subject matter areas:

(1) Education;

(2) Business and public administration; and

(3) Nursing.

Other overlapping high demand areas were social work, desired on the Big Island and Maui; and computer science and travel industry management, desired on Kauai and the Big Island.

In terms of particular levels of degrees desired, Kauai's needs are evenly distributed among programs for non-degree, associate's, baccalaureate, and graduate degrees. The Big Island's needs are spread among some seven different graduate degree programs. Maui's needs tend toward programs in baccalaureate and graduate degrees.

In terms of specific degree programs desired, Kauai needs baccalaureate and graduate degree programs in education and nursing, and graduate degree programs in business. The Big Island needs graduate degree programs in business and public administration, education, and social work. Maui needs graduate degree programs in business and social work, and bachelors' degree programs in nursing and education.

More specifically, the five most desired academic programs in order of priority on Kauai, the Big Island, and Maui are as follows:

Kauai--

(1) Bachelor of education;
(2) Master's in education
(3) Master's in business administration;
(4) Bachelor's in nursing;
(5) Master's in nursing; and
(6) A degree in fire science;[3]

Big Island--

(1) Master's of social work;
(2) Master's in public health;
(3) Master's in business administration;
(4) Master's in travel industry management;
(5) Master's in public health; and
(6) Master's in biology;[4]

and

Maui, Molokai, and Lanai--

(1) Secondary education certification;
(2) Master's in social work;
(3) Elementary education;
(4) Liberal studies;
(5) Master's in business administration; and
(6) Bachelor of nursing.[5]

Potential Areas for Added Outreach Efforts

Potential outreach courses to add to the present efforts would seem to be those courses for degree programs desired by the neighbor island communities which were not offered there--at least during the 1992-1993 academic year--by any of the other UH system campuses. Stated otherwise, comparing the 1992-1993 outreach program course offerings against the most desired academic degree programs at the neighbor island campuses may help point out areas of unmet needs. These unmet needs are the potential areas for new course offerings for future outreach efforts. They are discussed below.

On Kauai, courses for the following degree programs are desired but are not offered:

(1) The bachelor's in education;
(2) The master's in business administration; and
(3) The bachelor's in nursing.

On the Big Island, courses for the following degree programs are desired but are not offered:

(1) The master's in business and public administration; and
(2) The master of science in biology.

On Maui, Molokai, and Lanai, the following are desired but not offered:

(1) The bachelor's in nursing; and
(2) The master's in social work.

Additionally, Molokai and Lanai need courses for the following two degree programs:

(1) The master's in business administration; and
(2) The bachelor's in education.

Presumably, these identified areas will be further subject to a determination of scheduling prioritization under revised executive policy E5.204(IV)(E).

Cost Estimates of Adding Potential Outreach Offerings

In response to the Bureau's course/costs survey to the UH system campuses, cost estimates for potential neighbor island outreach course offerings were received from only UH Manoa, Hawaii CC, and Maui CC. UH Manoa estimates that the costs of adding either another three-credit undergraduate or graduate course to its outreach efforts as an originating

campus are upward of $8,969. Hawaii CC estimates that the costs of adding another three-credit undergraduate course to its efforts as an originating campus are $3,342. No figures were available for Hawaii CC's costs of being the receiving site for another such undergraduate course.

Finally, Maui CC estimates that the costs of adding another three-credit undergraduate course to its offerings as an originating site would average $6,313. This average figure is based on three separate estimates for courses originating from Maui CC to the Maui outreach centers through Skybridge, live instruction by traveling instructors, and live instruction by resident instructors. For Skybridge delivery, the cost estimate was $9,798. For delivery by travelling instructors, the cost estimate was $6,192. For delivery by resident instructors, the cost estimate was $2,950. Maui Community College also provided its estimated costs as a receiving site through the HITS system. It estimated that a three-credit undergraduate course would cost $6,974 while a three-credit graduate course would cost $7,784.

Assimilating the data is difficult, even between UH Manoa and Maui CC. The UH Manoa cost estimates as an originating site did not factor in the costs of HITS. The Maui CC cost estimates as a receiving site for courses originating from UH Manoa, on the other hand, did so factor in the costs of HITS. Nonetheless, for UH system policy-making purposes, combining these overall estimates may produce usable ball-park figures. For a three-credit undergraduate course offered from the UH Manoa to Maui CC, the combined total cost estimate is upwards of $15,943. For a three-credit graduate course, the combined total cost estimate is upwards of $16,753.

The UH Manoa cost estimates factored in instructional salaries, round-trip airfares, per diem, car rental, Skybridge, and miscellaneous items such as parking and duplicating. In addition to HITS, UH Manoa was also not able to factor in expenses for bookstore, library, and College of Continuing Education and Community Services administrative fees. The Maui CC cost estimates, whether as originating or receiving site, factored in--where applicable--instructor salary, instructional supplies, instructor travel, Skybridge, assistants, video tapes, telecommunication equipment repair/depreciation, travel to repair/maintain equipment, fax, phone, xerox, stamps, shipping, computer, library, air-conditioning/electricity, and business office/student services.

The Information-Gathering Meetings

The information-gathering meetings held on the neighbor islands provided the neighbor island campuses and communities with a forum for legislators to learn more about needs other than the most desired academic programs in the community. Some of these needs went beyond outreach program offerings to include concerns such as supporting infrastructure and costs-sharing between originating and receiving campuses.

Topics mentioned at individual meetings are discussed below.

Kauai

An information-gathering meeting was held on Kauai at Kauai CC on July 19, 1993. The meeting was attended by approximately 22 people, composed largely of Kauai CC faculty and administrators, system-wide community college administrators, and some students.

Kauai CC officials reconfirmed a market need for the master's in business administration program and for nursing. School officials said that there are about thirty registered nurses on Kauai who hold an associate degree and desire the bachelor's degree but are still waiting for UH Manoa to find the resources to fund the program. Another concern raised was that county employees desire a degree completion program in public administration.

At the meeting, the provost noted that much of the Kauai CC student population of 1,500 students, excluding those in apprenticeship programs, reflects adults returning to school. Of the 600 students that graduate from Kauai high schools, 180 attend Kauai CC. The others go off island or into the work force. Furthermore, these non-traditional students were the ones requesting outreach services.

Also mentioned at the meeting, either by the faculty, administration, or students, were the following concerns dealing largely with the day-to-day coordination of outreach efforts between Kauai CC as a receiving site and UH Manoa as an originating campus:

(1) A lack of opportunity at Kauai at the upper-division level;

(2) The difficulty of communicating with UH-Manoa;

(3) Island residents' inability to relocate to another island;

(4) The need for building more responsiveness into the position occupied by the Kauai CC contact person for outreach;

(5) Inadequate funds for postage and stamps and the library system;

(6) A long turnaround time in requesting books from UH Manoa through Kauai CC;

(7) Limited course selection for the master of social work program attributable to the selection by UH Manoa of the electives to be offered;

(8) The need for greater clarity and detail in revised executive policy E5.204, regarding the assignment between originating and receiving sites for fiscal responsibility over space, classrooms, electricity, overhead, HITS, library support, academic and student support, faxes, audio-visual equipment, photocopying, E-Mail, CD-ROM;

(9) The need for determining primary responsibility over outreach students between originating and receiving campuses; and

(10) The need for adequate infrastructure to support outreach offerings, encompassing financial aid, counseling, electricity, in addition to library support.

The infrastructure needs had been mentioned earlier in Kauai CC's responses to the 1993 UH needs survey. Kauai CC had indicated that the college lacks an institutional researcher and a student services position for advising students in outreach programs.

Big Island

The information-gathering meeting on the western side of the Big Island was held at the University of Hawaii-West Hawaii outreach center, in Kealakekua, on September 9, 1993. The center shares the same grounds with medical offices, credit unions, and bars. The meeting was attended by approximately 27 people, composed largely of students, faculty, and administrators of West Hawaii. Of the programs offered there, nursing was the one most discussed at the hearing. In fact, most of the students in attendance were nursing students. They pointed out the lack of adequate equipment and supplies, limited accessibility to certain videotapes, inadequate library resources and capabilities for research, and the need for a bachelor's program. The nursing lab itself tended to resemble a stage prop for a play. The director of the outreach center expressed the hope that the center would be able to renew another two-year cycle program for the Associate of Science Degree in Nursing for approximately 18 students. Demand for nursing programs currently exceeds present accommodations, added a biology instructor.

Faculty and administrators emphasized the need for adequate instructional space, facilities, and equipment to meet growth and expansion. West Hawaii, they said, currently functions on a "disaster mode," getting by on recycled, donated equipment. The director stated that the center is growing; the number of full-time students has increased from 316 in Fall 1987 to 650 in Fall 1993 so that there is now a need to increase both the number of classes offered through HITS,--from 2 or 3 per semester to 6 or 7 next spring--, and the number of channels available for use (presently, only one channel is available). The director also reported that the community wants a combination of two-year and four-year degree programs. But ever since the 1991 severance of Hawaii CC from UH Hilo no clear delineation

has emerged of how to carry out the community's desire. Moreover, the money situation makes it unlikely that a new campus will materialize within the next couple of years.

On September 11, 1993, an information-gathering meeting was held on the other side of the island, in Hilo at UH Hilo. About 43 people were in attendance, composed largely of UH Hilo administrators, faculty, and students.

The topic of the outreach needs of the Hilo community was not a major concern at the Hilo meeting. Rather, much of the floor discussion related to other matters: the accessibility of the UH Hilo campus to physically challenged students and faculty, fears that the UH Hilo separation issue would rear its head again during the next legislative session, state funding for art in public places, the development of a neighboring university park, the space port, legislative visions for higher education in the State, and state budget cutbacks in UH Hilo operating costs. The few outreach concerns raised related to whether enough nursing prerequisite courses were being offered at UH Hilo to prepare students to enter the nursing program at UH Manoa and to the desirability of expanding or continuing the programs for the bachelor of science in nursing and the master of social work.

Maui, Molokai, and Lanai

The public information-gathering meeting on Maui was held at Maui CC on October 5, 1993. Skybridge was used to link Molokai and Hana to the Kahului meeting. About twenty-five people were in attendance. They included Maui CC faculty, staff, and students from the Kahului campus and the sites in Hana and Molokai, the Kihei-based Manoa outreach coordinators, system-wide community college administrators, and members of the community. Representatives of the Maui County administration, while not in attendance, submitted written testimony in support of legislative funding practices for Maui CC.

The present need for teachers and nurses was corroborated by testifiers. Social work was also mentioned.

According to the Maui outreach coordinator, the Maui outreach program has experienced a general rise in its enrollment from an initial enrollment of 61 students in Spring 1990 to the present enrollment count of 390 during the Fall 1993 term.

Regarding methods of offering outreach programs, the Maui outreach coordinator introduced the idea of extending HITS capability to Hana and to Kihei. She said that the infrastructure already exists there, so costs are within reach. Evidently, while HITS accesses Molokai and Lanai, it does not access Hana, which can be accessed presently only through Skybridge.

She also suggested installing more studios to increase the capability of HITS and thereby create more academic options. (A four-year college is not the only option.) Due to the finite capacity of HITS, it is presently not possible for outreach students to get any and all degrees from the Manoa campus. Moreover, the question of what courses are to be offered through outreach efforts are left up to the individual departments at Manoa willing to go on the air, a willingness that could be encouraged through legislative assistance.

Additionally, other speakers at the hearing asked for additional staffing at the Maui outreach centers, a permanent facility at the Molokai site to replace the current termite-ridden leased facility, and a permanent facility in Hana.

Other higher education needs discussed at the meeting, not limited solely to outreach, involved what appears to be the two major needs of the college as a whole: (1) the accommodation of expansion, and (2) facilities replacement. Specifically, these needs entailed support for computer, telecommunications, and library resources and the need for additional buildings, in particular, the new business building.

Summary

Not all the campuses were able to respond to the LRB course/costs survey.

Of the neighbor island campuses that did, only Maui CC appears to employ any kind of methodology in assessing its community's outreach needs. The other neighbor island campuses are encouraged to explore the idea of emulating Maui CC's methods.

Areas of wholly unmet needs under the present outreach efforts appear to be the following:

(1) The bachelor's in education for Kauai, Molokai, and Lanai;

(2) The master's in business (or public) administration for Kauai, the Big Island, Molokai, and Lanai;

(3) The bachelor's in nursing for Kauai, Maui, Molokai, and Lanai; and

(4) The master of science in biology for the Big Island.

The UH system is encouraged to apply its system of outreach priorities, found in the revised executive policy on outreach, to determine whether and when these potential programs should be offered at those sites.

A ball park estimate of the costs of adding another three-credit undergraduate course to outreach efforts involving UH Manoa and Maui CC is upwards of $15,943. For a three-credit graduate course, upwards of $16,753. Comparable cost estimates are lacking for every other campus pairing within the UH system. (It could not be determined through the LRB course/costs survey just how many different originating campus-receiving campus pairs exist under the UH system's present outreach efforts.)

Furthermore, information gathered from the neighbor island site visits on outreach needs includes the following: the revised executive policy E5.204 on outreach policy needs further revision; it is difficult for neighbor island outreach students to communicate with UH Manoa; nursing programs are needed on Kauai and West Hawaii; neighbor island campuses' equipment, supplies, and facilities are in need of improvement, expansion, or replacement; and some legislative assistance seems desirable in obtaining more cooperation from UH Manoa.

Lastly, the UH system should use the information of this chapter to help it answer the three questions posed in the previous chapter on whether its present outreach efforts are functioning adequately under the revised executive policy on outreach, whether the revised executive policy is equipped to meet the outreach goals of the master plan, and whether the outreach goals of the master plan are still valid.

ENDNOTES

1. Hawaii CC response to LRB course/costs survey.

2. The study was entitled A Quantitative Study to Assess the Educational Needs of Kaua'i Community Residents and was commissioned in February 1991.

3. Kauai CC response to the January 1993 UH needs survey, p. 1.

4. UH Hilo College of Arts and Sciences response to the January 1993 UH needs survey, p. 1.

5. Maui CC response to the January 1993 UH needs survey, p. 1.

Chapter 4

FINDINGS AND RECOMMENDATIONS

Findings

Neighbor island outreach programs, as discussed in this report, refers to the delivery of undergraduate and graduate credit courses from any campus within the University of Hawaii system to any neighbor island campus or neighbor island outreach center. Seven of the ten University of Hawaii system campuses are involved in outreach efforts as either an originating or a receiving site for the delivery of undergraduate and graduate credit courses. They are as follows: University of Hawaii at Manoa, University of Hawaii-West Oahu, Kapiolani Community College, Kauai Community College, University of Hawaii at Hilo, Hawaii Community College, and Maui Community College. Maui Community College operates outreach centers in Hana, Molokai, and Lanai. Both Hawaii Community College and the University of Hawaii at Hilo operate an outreach center in Kona. Delivery of outreach course offerings is accomplished through interactive television (HITS and Skybridge), cable television, and live instruction (by either travelling instructors or resident instructors).

Courses being delivered system-wide through outreach involve undergraduate-level business, agriculture, public health, health care, liberal arts and sciences, physical education, and nursing; and graduate-level education, library science, public health, nursing, and social work. Among the neighbor island campuses Maui Community College appears to have enjoyed the lion's share of University of Hawaii Manoa course offerings for the 1992-1993 academic year.

The administration and operation of outreach programs at each campus is dictated by the presiding chancellors. System-wide coordination is delegated under the revised executive policy to the Senior Vice President for Academic Affairs at Manoa; this responsibility is believed to be in the process of being turned over to the Chancellor for Community Colleges.

Under the revised executive policy on outreach, the University of Hawaii system utilizes a broker model for the implementation of its outreach programs. Under this model, each neighbor island campus is responsible for determining its island community's needs, and if such needs cannot be met by its own programs, it brokers the delivery of needed courses from campuses that offer them. In particular, the University of Hawaii at Hilo and Hawaii Community College are responsible for the Big Island, Maui Community College is responsible for Maui, Molokai, and Lanai, and Kauai Community College is responsible for Kauai. The University of Hawaii system attempts to give priority to the delivery of upper division credit programs in Maui county and on Kauai, and graduate graduate level credit courses on all of the neighbor islands.

The outreach policy was revised shortly after the Board of Regents's 1990 approval and 1991 publication of its master plan, which identifies outreach as one of seven major goals that will guide the growth of the university system in the 1990's. The master plan was adopted almost verbatim from a report written in 1990 by educational consultants Richard and Mildred Kosaki.

Methods used by the neighbor island campuses to assess their island community's needs vary from nothing formal to varied and comprehensive methods. All three neighbor island communities share a common need for course offerings in education, business and public administration, and nursing. Additionally, the Big Island and Maui need social work; and Kauai and the Big Island need computer science and travel industry management. While the Big Island's needs tend toward graduate degree programs, Maui's needs tend toward both baccalaureate and graduate programs, and Kauai's needs are spread out among programs at the associate's, bachelor's, and graduate degree levels.

At present, Kauai's major unsatisfied needs are bachelors' degree programs in education and nursing, and a master's degree program in business administration. The Big Island's unsatisfied needs are a master's in business and public administration and a master of science in biology. Maui, Molokai, and Lanai's unsatisfied needs are a bachelor's in nursing and the master's in social work. Additionally, Molokai and Lanai have unsatisfied needs for a master's in business administration and a bachelor's in education.

The information-gathering meetings on the neighbor islands helped to shed more light on the outreach needs of the neighbor island communities, especially on matters pertaining to the supporting infrastructure for outreach efforts. At Kauai, it was learned that there is some difficulty of communication between Kauai Community College and University of Hawaii at Manoa and a lack of coordination in cost allocation between the two campuses for outreach costs. At the Big Island in Kona, it was learned that the nursing program at the Kona outreach site lacked adequate equipment and supplies. More generally, the site operates on a "disaster mode." Ever since the 1991 severance of Hawaii Community College from University of Hawaii at Hilo, there has been a lack of delineation in plans to implement community desires for two-year and four-year programs. At Hilo, concerns raised generally did not pertain to outreach. Finally, at Maui, administrators felt that HITS could be feasibly extended to Hana and Kihei. Increased capability of HITS--more studios--was also discussed. Infrastructure concerns were also raised, relating to increased staffing at Maui Community College and its outreach centers and permanent facilities at Molokai and Hana.

A ball park estimate of the cost of adding one more three credit undergraduate course to the university system's outreach programs is upwards of $15,943. For a three-credit graduate course, the estimate is upwards of $16,753. These figures were based on cost estimates provided by the University of Hawaii at Manoa and Maui Community College.

These estimates were itemized and account for infrastructure costs as well as instructor salaries.

Recommendations

The University of Hawaii system is encouraged to use the results of this report, supplemented by its own ongoing evaluative efforts, in answering for itself the three basic questions posed in the report:

(1) Do the current outreach programs of the University of Hawaii system operate adequately under the system of outreach coordination efforts set out under the revised executive policy on outreach;

(2) Does the revised executive policy allow the University of Hawaii system to meet the outreach goals set out in the master plan; and

(3) Should outreach efforts continue to be one of the University of Hawaii system's seven major goals under the master plan.

Appendix A

HOUSE OF REPRESENTATIVES
SEVENTEENTH LEGISLATURE, 1993
STATE OF HAWAII

H.C.R. NO. 328 H.D. 1 S.D. 1

HOUSE CONCURRENT RESOLUTION

REQUESTING A STUDY TO ASSESS THE HIGHER EDUCATION NEEDS OF NEIGHBOR ISLAND STUDENTS.

WHEREAS, the University of Hawaii system provides the State with a comprehensive selection of higher education choices ranging from seven community colleges to three baccalaureate degree granting institutions; and

WHEREAS, Hawaii's graduating high school seniors and adults seeking to upgrade their skills can receive a relatively low-cost college education by enrolling at one of the campuses of the University of Hawaii system; and

WHEREAS, there is increased interest in upper division college courses by nontraditional students who usually have had some years of college which might have been interrupted by family or work obligations; and

WHEREAS, many students desire to complete bachelors degrees, and Neighbor Island students would like to improve their vocational skills or to continue their higher education options; and

WHEREAS, many of these potential students are people who are working full or part time, single heads of household, or wish to make a career change in mid-life but cannot for reasons of cost relocate to another island; and

WHEREAS, with improved telecommunications and technological advances in education, the University of Hawaii, through outreach, distance education, and other types of program expansion, can do much to bring higher education courses and vocational education courses to Neighbor Island residents; now, therefore,

BE IT RESOLVED by the House of Representatives of the Seventeenth Legislature of the State of Hawaii, Regular Session of 1993, the Senate concurring, that the Legislative Reference Bureau, with the assistance of the University of Hawaii and the Community Colleges, is requested to:

93-2973 HCR328 SD1 WAM

(1) Identify or inventory what is being done currently by the university in its outreach and distance education programs;

(2) Report on the extent to which, if at all, and the methods by which the higher education needs of neighbor island residents are presently being ascertained;

(3) Describe the various programs which the University has identified as potential areas for adding to its outreach programs in the future and the cost estimates of adding these programs; and

(4) Determine what other types of information must be gathered by the university and the methods and costs required to obtain that information in order to assess the higher education needs of neighbor island residents along the lines contemplated by this Concurrent Resolution;

and

BE IT FURTHER RESOLVED that the Chair of the University of Hawaii Board of Regents of the University of Hawaii is requested to conduct information-gathering public hearings on each island to identify higher education needs and desires of neighbor island residents and transmit the findings of those hearings to the Legislative Reference Bureau prior to August 1, 1993; and

BE IT FURTHER RESOLVED that the Legislative Reference Bureau is requested to submit findings and recommendations to the Legislature no later than twenty days before the convening of the Regular Session of 1994; and

BE IT FURTHER RESOLVED that a certified copy of this Concurrent Resolution be transmitted to the Director of the Legislative Reference Bureau, the President of the University of Hawaii, and the Chairperson of the Board of Regents of the University of Hawaii.

Appendix B

QUESTIONS ON THE OUTREACH EFFORTS OF THE UNIVERSITY OF HAWAII

Note: This questionnaire is being distributed to University of Hawaii campuses in response to the attached H.C.R. No. 328, H.D.1, S.D.1, which requests the Legislative Reference Bureau to study the outreach programs of the University of Hawaii. "Outreach" is understood here to have the same meaning attributed to it at revised Executive Policy E5.204(IV)(B). The questionnaire is intended to supplement the efforts of the information-gathering meetings currently being held on the neighbor islands by the Higher Education and the Arts committee of the State House of Representatives. Your cooperation in completing and returning the questionnaire is greatly appreciated.

(1) Identify the campus and the official completing this questionnaire.

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_____

_____

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_____

(2) Identify the office on campus primarily responsible for coordinating your campus' outreach efforts. If your campus does not engage in any outreach efforts, please indicate; you may discontinue the rest of the questionnaire.

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(3) Briefly describe the other responsibilities of this office. In allocating your campus' expenditure of the instructors' time, infrastructure support, and other

resources among all its responsibilities, indicate the position of outreach in relation to those other responsibilities.

(4) Identify other offices on your campus with major involvement in outreach and briefly describe their functions.

(5) Summarize outreach course offerings during the 1992-1993 academic year for which your campus was the originating campus. (Please do not use course name acronyms.) Identify the receiving campuses of those course offerings. Describe the form of delivery of those courses (i.e., HITS, cable, instructor visits to the receiving campus, student attendance at the originating campus, etc.). Where relevant to your campus, estimate the length of time necessary for a student on a receiving site to obtain an associate degree, a baccalaureate degree, a graduate degree, and a fifth-year teaching certificate.

(6) Summarize outreach course offerings during the 1992-1993 academic year for which your campus was the receiving campus. (Please do not use course name

acronyms.) Identify the originating campuses of those course offerings. Describe the form of delivery of those courses (i.e., HITS, cable, instructor visits to the receiving campus).

(7) If yours is a neighbor island campus, describe the methods by which the outreach needs of your community's residents are being ascertained (i.e., campus-initiated community-wide surveys, collecting data on telephone inquiries and requests from the public, review of population growth data, economic and labor forecasts, etc.). Describe the methods by which identified needs are determined to be short-term or long term, extensive or otherwise. Indicate how often assessments are made. Comment upon the extent of coordination between your campus and both other University of Hawaii campuses and governmental agencies (federal, state, county) in jointly assessing your community's needs.

(8) If yours is a neighbor island campus, identify any other types of information required to accurately assess your community's higher education needs. Estimate the costs of obtaining that information.

(9) Indicate the approximate annual cost to your campus of its present outreach programs. Apportion this figure for costs attributable to your campus' efforts as an originating site and those attributable to your efforts as a receiving site. Itemize these costs among instructor time, HITS, infrastructure, and other cost items.

(10) Describe and comment upon the arrangements between your campus and other originating or receiving campuses in the allocation of outreach costs.

(11) Indicate the approximate cost of adding one each of the following types of courses to your present outreach efforts as an originating campus: a) a three-credit undergraduate course; b) a three-credit graduate course; and c) a non-credit course. Remember to factor in infrastructure and support costs.

(12) Indicate the approximate cost of adding one each of the following types of courses to your present outreach efforts as a receiving campus: a) a three-credit undergraduate course; b) a three-credit graduate course; and c) a non-credit course. Remember to factor in infrastructure and support costs.

(13) The April 1991 Western Association of Schools and Colleges Substantive Change Report for the University of Hawaii at Manoa reviewed the outreach efforts under the University's broker model and offered constructive criticism on issues such as library resources and computer services. If the report was applicable to your campus, summarize the efforts that your campus has undertaken since then to satisfy those recommendations.

(14) Suggest any other outreach methods which your campus, as receiving or originating campus, would like to utilize (i.e., the external, or nonresidential degree, which does not require classroom attendance; telecommuting; the use of "mentors" or adjunct faculty from the local community, etc.). Estimate the costs of these other outreach methods in comparison to the costs of the present methods.

(15) Please feel free to make any other comments or remarks that relate to the matters concerned in the Resolution that you feel should be pointed out to the Legislature.

(16) If your campus' most recent accreditation report, or reaffirmation of accreditation report, of the Western Association of Schools and Colleges discusses your campus' outreach programs, please forward a copy of that report with the completed questionnaire.

PLEASE RETURN THIS FORM TO DEAN SUGANO, LEGISLATIVE REFERENCE BUREAU, STATE CAPITOL, HONOLULU, HI 96813, BY SEPTEMBER 30, 1993.

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